



ERASMUS DARWIN ACADEMY

**A Guide to the Curriculum  
For Years  
10 and 11  
2021 - 2023**

## Curriculum and Options Information

### 2021-2023

#### Introduction to the Qualifications Stage

This booklet explains the Qualifications Stage curriculum which current Year 9 students will follow for the next two academic years, from September 2021. It informs you about the group of subjects that students must study (the compulsory subjects) and the group of subjects which require an element of choice (the optional subjects). The current Year 9 students will be entering a critical period of their education in September 2021 and the options process is a very important event that needs to be taken seriously.

#### Compulsory Subjects – Core Curriculum Offer

For the next two years, students have to study English Language, English Literature, Mathematics, Science, Physical Education, Personal Development and Religious Education because they are so vital to a young person's future development and success. For example, English, Mathematics and Science cover an extensive range of key academic skills which are vitally important in all career paths and in life generally. Furthermore, Physical Education and Personal Development are important for a young person's health, well-being and relationship development and RE helps to improve the awareness, understanding and appreciation of society and of the world in general. The table below outlines our core curriculum offer and the number of GCSE qualifications associated with each subject.

EDA Core Curriculum Offer		
Subject	Will students take an examination in this subject?	How many GCSEs will students gain from this subject?
English Language	YES	1
English Literature	YES	1
Mathematics	YES	1
Science	YES	2
Religious Education	YES	1
Core Physical Education	NO	0
Personal Development	NO	0
Total number of GCSEs achieved through our core curriculum offer		6

#### Optional Subjects – Option Subject Offer

There is a wide range of optional subjects available and students are asked to choose a combination of three optional subjects or two optional subjects if you choose Triple Science, (plus reserve choices) in accordance with the recommended Options Pathway outlined on students' personalised Options Forms. The Options Pathway takes into account prior and current progress data and ensures that students follow a combination of appropriate optional subjects which will enhance future life-chances in terms of further education and career prospects. It is important to note that the offer of optional subjects is dependent upon staffing considerations, resources, popularity of the subject and the combination of subjects that students choose. Therefore, please note that reserve choices may have to be used, even though every effort is made to achieve a high level of satisfaction amongst students and parents.

Finally, regarding the optional subjects, it is important to find out as much information as possible by reading the information contained within this booklet, attending the remote Options Information Evening which is taking place on Thursday 4<sup>th</sup> February at 17:00pm and looking at our subject specific information that is included [on our website](#). It is advised that you gather as much information about each subject's assessment, this will give you an indication of the number of examinations your child will be sitting. The table below outlines our option subject offer.

EDA Option Subject Offer		
Triple Science	Geography	History
French	German	Computer Science
Art	Business Studies	BTEC Performing Arts
Food Preparation and Nutrition	GCSE PE	Music
BTEC Sport	Photography	Design and Technology
IT Option	Sociology	

## GCSE Courses

It is important to note that all of the GCSE courses that current Year 9 students will be following are commonly referred to as **Reformed GCSEs**. These are the GCSE qualifications which are the result of significant reforms which the current government introduced, in order to make GCSEs more academically rigorous and demanding. For example, in the Reformed GCSEs:

- Students will need to demonstrate more accurate SPaG (Spelling Punctuation and Grammar)
- Students will need to use more advanced problem-solving skills on a more regular basis.
- There will be a need for students to read, understand and analyse longer and more demanding texts and sources.
- More extended writing will be required.
- There is a greater emphasis on technical language in all subjects.
- The memorisation and recalling of facts, figures and formulae will be a higher priority.

It is also important to note that these reformed GCSEs have undergone important changes regarding the way that subjects are assessed and graded:

- There are no longer any Controlled Assessments for the vast majority of Reformed GCSEs. In some subjects, this has been replaced with Non Examination Assessment (NEA) whereby students must complete an aspect of the course under strict control measures.
- All examinations can only be taken once, at the end of course (i.e. at the end of Year 11.)
- A new grading system of 1-9 replaces the old grading system of A\*-G. Please see the accompanying diagram below for further details on the new grading system.

## The English Baccalaureate (EBacc)

The English Baccalaureate is not a qualification but it is a way of formally recognising GCSE performance in a suite of subjects which employers, universities and colleges value highly and consider vitally important. The following advice for young people, which is taken off the "Apply to Uni" website (as used by Careers Advisers) reflects the importance of the EBacc and the likelihood that the EBacc will increasingly be used as a future measure for selecting the best candidates for university places and many careers:

*"By taking the subjects outlined in the English Baccalaureate, you will be...ensuring that you have the broad base of core academic subjects that universities, colleges and an increasing number of employers prefer. Also, it is a clear benchmark for universities to check that applicants have a solid academic foundation on which to build."*

To achieve the EBacc, a GCSE at Grade 5 or above is required in the following subjects:

- **English, Maths and two Sciences** (Combined Science or two of the triple sciences)
- A **Humanities** subject (History or Geography) and a **Modern Foreign Language** (French or German).

Choosing the EBacc at GCSE gives students the broad knowledge that employers are looking for and therefore gives them access to a full range of employment options when they leave secondary school. The EBacc is also recommended by Britain's most prestigious universities.

## **Technical Awards**

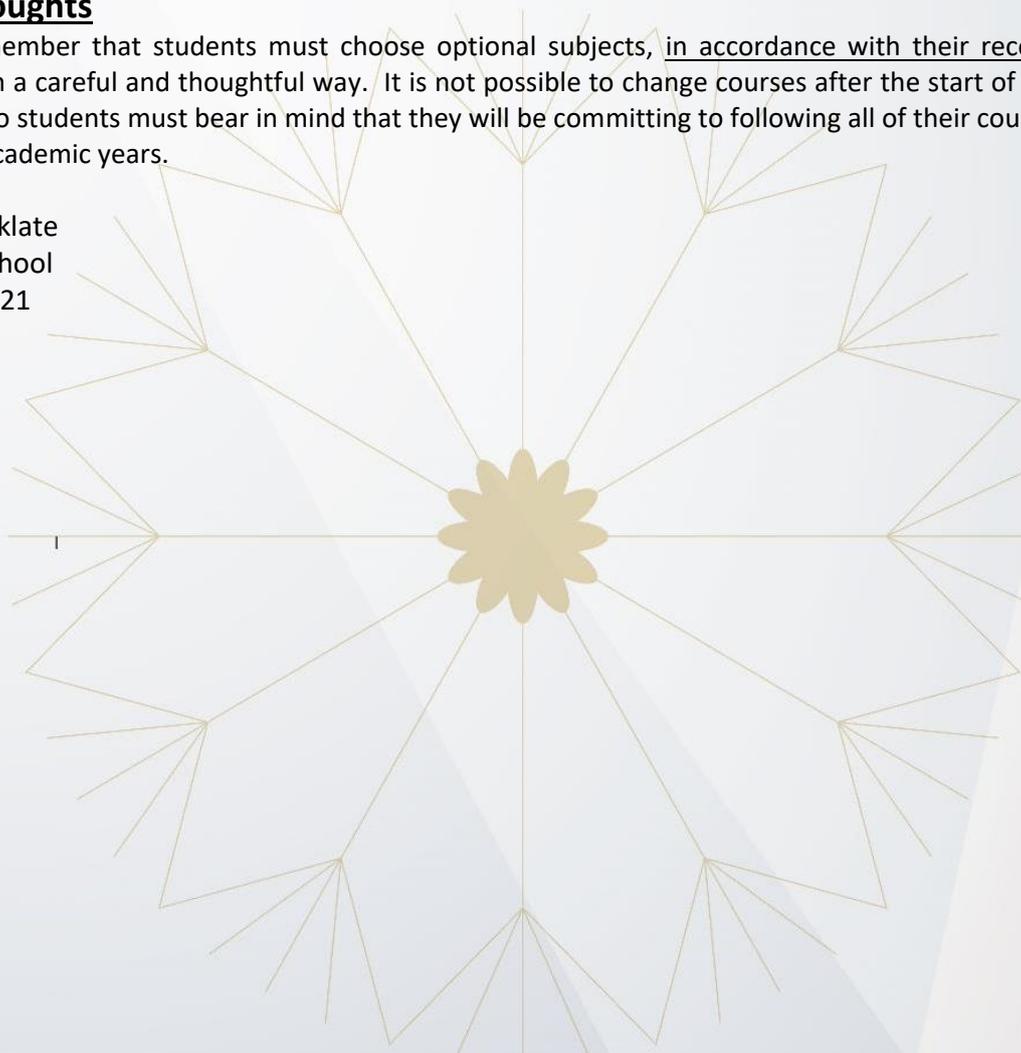
These courses lead to Level 2 qualifications (which are equivalent to GCSE Grades 9-4) and Level 1 qualifications (which are equivalent to GCSEs grades 3-1). Technical Awards are unit based studies, which comprise of 75% coursework and 25% examination.

As students work through the different units of study, there is a clear focus on students needing to work independently and to take ownership of their learning to ensure that the assessment requirements for every unit is met at the highest possible level. One of the units will be externally assessed via examination, whilst the other units are assessed via coursework tasks that are completed in examination conditions in the classroom and are then externally moderated. The examination is allowed to be re-taken. All technical awards enable students to progress to further and higher education.

## **Final Thoughts**

Please remember that students must choose optional subjects, in accordance with their recommended pathway, in a careful and thoughtful way. It is not possible to change courses after the start of September 2021 and so students must bear in mind that they will be committing to following all of their courses for the next two academic years.

Mr. P. Walklate  
Head of School  
January 2021



## Previous      Current      The New GCSE Numerical Grading Structure

A*	9
A	8
B	7
	6
	5
C	4
D	3
E	2
F	1
G	

In all reformed GCSE subject's students will no longer achieve an A\*-G grade. Instead, they will achieve a number from 9-1. The diagram indicates how these grades approximately align to the previous A\*-G grading system. As a guide, the following can be applied;

- Grade 7 is the equivalent of a grade A
- Grade 4 is the equivalent of a grade C
- Grade 1 is the equivalent of a grade G

### Government Benchmarks

Previously, a grade C was the measure used to exemplify that a student had achieved an acceptable standard of education. This has now been replaced with 2 measures; a strong pass (Grade 5) and a standard pass (Grade 4).

### A Strong Pass (Grade 5 or above)

The new 'strong pass' is positioned at a Grade 5. As you can see from the diagram this is the equivalent of a previous 'low grade B and a high grade C'. This is a new measure.

### A Standard Pass (Grade 4)

The new 'standard pass' is positioned at a grade 4. As you can see from the diagram this is the equivalent of a previous 'mid to low grade C'. This replaces the previous measure of grade C and above.



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# Compulsory Subjects



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## GCSE English Language & English Literature

### Aims

- To draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts.
- To develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.
- To foster a love for a range of texts from Shakespeare and the 19<sup>th</sup> century novel to modern texts.

### The Course

All students will take AQA English Language and English Literature which will result in the award of two separate GCSEs in each subject.

Over the qualifications stage students will study:

- Creative writing and writing to present viewpoints
- A variety of extracts from challenging and engaging texts
- Shakespeare play: 'Macbeth'
- 19<sup>th</sup> Century Novel: 'The Strange Case of Dr Jekyll and Mr Hyde'
- Modern text: 'An Inspector Calls'
- A range of poetry.

In addition to this, students complete a non-examination assessment on spoken language.

### Assessment

For English Language, students sit two equally-balanced papers, relating reading sources to the topic and theme of writing tasks. The reading sources act as a stimulus for writing tasks, providing students with a clear route through each paper. Each paper has a distinct identity. Paper 1, Explorations in Creative Reading and Writing, looks at how writers use narrative and descriptive techniques to engage the interest of readers. Paper 2, Writers' Viewpoints and Perspectives, looks at how different writers present a similar topic over time.

### Post 16 Opportunities and Careers

- English Language
- English Literature
- Drama and Theatre Studies

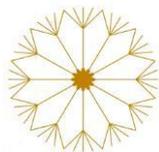
Students can apply the skills of Language and Literature to any career they endeavour to pursue. They can also directly link to writing, journalism, teaching and business.

### Exam Board Information

AQA: <https://www.aqa.org.uk/subjects/english/gcse>

#### Contact

Mrs G Bignell – Core Subject Leader English ✉ [g.bignell@eda.staffs.sch.uk](mailto:g.bignell@eda.staffs.sch.uk)



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## GCSE Combined Science

### Aims

We aim to stimulate our students' curiosity and enjoyment of Science. Through the curriculum modules, the students are able to be familiar with a wide body of scientific knowledge, principles and vocabulary. This development of knowledge and skill will help them to understand and use scientific methods safely.

We encourage students to work individually and as part of a team, in order to develop an awareness of the implications of Science for the individual, the community and the environment.

### The Course

Students will be studying Biology, Chemistry and Physics topics that will join together to form the new Combined Science GCSE, which will be worth **two GCSEs**. Students will complete practical work as part of their lessons not only to support the learning but to also develop the students' skills. Students will follow the Pearson Edexcel course which builds upon the knowledge the students have gained at the Development Stage.

### Assessment

All of the examinations for Combined Science will be taken at the end of Year 11.

There are **six papers** in total which will result in 2 GCSEs for the combined Science:

2 for Biology, 2 for Chemistry and 2 for Physics.

Each paper is 1hr 10mins – 60 marks (16.7% of the GCSE)

Practical work is no longer externally assessed in the form of coursework.

Instead, knowledge of **Core Practicals** that are delivered during lessons are assessed as part of the final exam papers.

Questions based on practical activities will make up at least 15% of the final exam papers.

Two tiers of entry will be available, Foundation Tier covering grades 1-5 and Higher Tier covering grades 4-9.

### Post 16 Opportunities and Careers

The Academy currently runs A-level courses in Biology, Chemistry and Physics. Some colleges also provide other Science based courses which include a Level 3 BTEC in Applied Science.

### Exam Board Information

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Combined Science (1SC0)

The specification can be found here:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html#tab-0>

This documents explains how Edexcel writes the question papers:

<http://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/teaching-and-learning-materials/Edexcel-GCSE-Science-Explaining-our-exams-guide.pdf>

### Contact

Mr T Moseley – Core Subject Leader of Science ✉ [t.moseley@eda.staffs.sch.uk](mailto:t.moseley@eda.staffs.sch.uk)



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## CORE PE

### Aims

Our aim during Years 10 & 11 is to inspire our students to lead active, healthy lifestyles long after they leave the Academy. Our curriculum is designed to give students the insight into how to lead a lifestyle that will benefit their overall well-being, and the benefits of this for their physical health. Guided by their teachers, Year 10 students will select a pathway that will best inspire and benefit them to achieve, enjoy the subject and prepare them for an active and healthy life.

### The Year 10 Pathways

In conjunction with their teachers, students will be guided towards one of three pathways, based on their interests in Physical Education. The pathways are based around the PE department vision of *Passion.Pride.Perform.* The pathway information is listed below:

The Passion Pathway	The Pride Pathway	The Perform Pathway
<p>This pathway will give students the opportunity to gain leadership experience within sport and learn about the attributes of effective and successful sports leaders, before then apply these within their own sports leadership. This pathway will also give the students the opportunity to officiate in a wide variety of sports and gain an appreciation of the laws associated with the sports explored, before having to apply them whilst officiating competitive matches within lessons.</p> <p>A fully practical pathway that will be based around taking part in a wide range of different sports, whilst learning the skills of leadership and officiating alongside this.</p>	<p>This pathway will give students the opportunity to learn how to develop and maintain their physical health and fitness.</p> <p>In this pathway students will take part in a wide variety of fitness classes, along with gaining knowledge of the various components of fitness. This pathway then lets students design and run a fitness training programme based on their individual aims and current fitness levels.</p> <p>Students will then participate in a wide variety of recreational sports to inspire them to hopefully undertake one in their own time.</p>	<p>This pathway is designed for students who enjoy the competitive element of sport and physical activity. Students who opt for BTEC Sport or GCSE PE will take this pathway, to aid with their qualification.</p> <p>The focus of this pathway is to further improve students' knowledge, understanding and application of the key skills, techniques and tactics in a wide range of team and individual sports.</p> <p>The aim of this pathway is to raise students level of performance across a range of competitive sports.</p>

### The Year 11 Curriculum

In Year 11, students will explore a more diverse range of sports and physical activities, whilst still following the pathways from Year 10.

### Post 16 Opportunities and Careers

Our core PE curriculum gives students an insight into a wide variety of activities and sports, to inspire them to participate in physical activity for the whole of their lives. Students may find an activity that they then pursue long after they leave us. This could be as a performer, a sports leader, a coach or a manager or as an official. Remember there is a sport and a position out there for everyone, it's our job to help you find it!

#### Contact

Mr M Williams- Temporary Lead Teacher of Physical Education ✉ [m.williams@eda.staffs.sch.uk](mailto:m.williams@eda.staffs.sch.uk)



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## GCSE Mathematics

### Aims

The aim of the Qualification Stage course in Mathematics is to prepare students for their GCSE examinations whilst still promoting enjoyment, engagement and independence. We aim to provide a supportive and positive environment for the learning of mathematics and to prepare students for their next stage of their lives.

### The Course

The course will follow the new reformed GCSE, which sees an increase in demand and rigour. Students will be awarded a grades 1-9 with grade 9 being the top grade and 1 being the lowest grade. This linear GCSE course includes topics from Number, Algebra, Ratio, Proportion and Rates of Change, Geometry and Measures, and Statistics and Probability. The GCSE has an emphasis on problem solving, with students needing to identify the maths needed to solve a problem and apply these skills effectively, as well as combining different skills across the course. The maths GCSE aims to equip students with the ability to reason, deduce and infer, as well as developing fluency with mathematical knowledge, skills and understanding.

### Assessment

The course is assessed by examinations only and does not contain a coursework element. There are two tiers of entry available, Foundation Tier covering grades 1-5 and Higher Tier covering grades 4-9. Each tier will have three 1½ exams, one non-calculator and two calculator exams. Students will need to memorise a number of formula for use in their examinations.

### Post 16 Opportunities and Careers

On completion of the GCSE students may continue their studies in Mathematics at the Academy Sixth Form. Mathematics is offered at A level, which is a challenging yet popular course and is in high demand with universities and helps students develop independence and problem solving skills that apply to a variety of careers. Mathematics is essential for careers in Engineering, Architecture, Actuarial Science, Accountancy and Physics. It will help any student who wishes to study Chemistry and Biology, as well as helping in careers involving statistical work such as Geography, Psychology, Economics and Business.

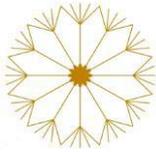
### Exam Board Information



<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

### Contact

Miss N Thompson - Director of Maths ✉ [n.thompson@eda.staffs.sch.uk](mailto:n.thompson@eda.staffs.sch.uk)



## GCSE Philosophy and Ethics

### Aims

GCSE Philosophy and Ethics provides a combination of the core requirement of Religious Studies, combined with relevant and mandatory Sex and Relationships Education (SRE) topics along with the opportunity to ask ultimate questions and engage in discussions on modern and historical issues. It enables students to develop vital personal skills of forming and evaluating arguments, debate and diplomacy. As a core subject, all students cover the course, with a range of differentiated opportunities including different resources, groupings and paced tasks.

### The Course

Students will follow the AQA Religious Education examination. The GCSE will require the students to know two religions in depth – Buddhism and Christianity, as well as discuss other major religions and their views on philosophical and ethical issues. The course will be split into two parts: 'Study of Religions' and 'Philosophical and Ethical studies in the Modern World' and gives students the opportunity to develop their own opinions and core skills in literacy and analysis.

Year 10	Buddhist Beliefs	Buddhist Beliefs	Crime and Punishment	Peace and Conflict	Christian Practices	Christian Practices
Year 11	Buddhist Practices	Buddhist Practices	Christian Beliefs	Religion and Life	Relationships and Family	Revision for GCSE Exams

### Assessment

GCSE Philosophy and Ethics is assessed by an examination at the end of Year 11 with no controlled assessment. Throughout the course students are assessed both formatively (throughout a unit of work) and summatively (at the end of a unit of work) in lessons. Assessment is currently focused on the Assessment Objectives of knowledge, understanding and evaluation. At each stage, peer and self-assessment are strongly encouraged, to enable students to familiarise themselves with the levels of assessment that are expected and the student-adapted mark schemes. Students will also sit mock examinations for both all aspects of the course in line with other subjects.

### Choose this course if..

- You are a deep thinker who likes to discover answers to 'Big questions' like:
  - How do we know things?
  - Is there a physical reality?
  - Are things 'right' or 'wrong' because of the consequences or because they are intrinsically right or wrong?
- You want to join in one of the oldest subjects of study
- You want to use your investigative, analytical and critical evaluation skills

### Post 16 Opportunities and Careers

A Level Philosophy and Ethics combines elements covered in the GCSE course but at an advanced level. More focus is given to ethical theories such as Utilitarianism, Situation Ethics and ancient Greek philosophy and ultimate questions such as whether an afterlife exists. Students are examined in three examinations at the end of the course. A Level Philosophy and Ethics is highly regarded by employers for its skills-based learning and is appropriate for any students looking to explore opportunities in a wide variety of careers such as: NGO's, business, entertainment, teaching, the 'Arts', public sector/civil service – politics, the law, banking & investment and many more.

### Exam Board Information



<https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

### Contact

Mrs L. Freeman- Lead Teacher of RE ✉ [l.freeman@eda.staffs.sch.uk](mailto:l.freeman@eda.staffs.sch.uk)



## Personal Development

### Aims

Personal Development can be described as encouraging pupils to become personally, emotionally, socially and physically effective, and to lead healthy, safe and fulfilled lives. It also encourages them to become confident, independent and responsible citizens, making informed and responsible choices and decisions throughout their lives. (CCEA, 2002)

### The Course

This is a new, exciting and highly relevant subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. Personal Development in Key Stage 4 will build upon content covered in Key Stage 3 and provide a comprehensive programme that integrates, but is not limited to, RSHE statutory content, economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk.

Students will gain a deeper understanding of three core themes. Each of these themes will be a focus throughout an academic term:

#### 1. Relationships

- Heathy relationships
- Communication in relationships
- Addressing extremism and radicalisation
- Families

#### 2. The Wider World

- Financial decision making
- Next step
- Work experience

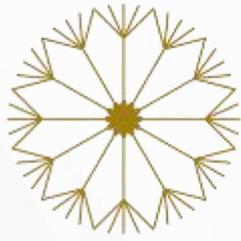
#### 3. Health and Wellbeing

- Mental Health
- Building for the future
- Exploring influence
- Independence

### Assessment

- **Students will be assessed internally following the academy assessment calendar.**
- **Assessments will follow a multiple choice questions format.**
- **Students will not only have to recall knowledge but also apply to a variety of given scenarios.**

### Contact



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A large, faint version of the Erasmus Darwin Academy logo is centered in the background, behind the main text.

# Option Subjects



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## GCSE Art and Design

### Aims

- To provide a stimulating learning environment and positive working atmosphere in which the artistic development of each individual is encouraged.
- All students, regardless of their ability, should experience an enjoyable and rewarding range of opportunities whilst studying Art and Design.
- To support and nurture the development of students' self-confidence, use of initiative and creativity, and ability to self-review.

### The Course

GCSE Art and Design provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature.

This two unit specification enables students to develop their ability to actively engage in the processes of Art and Design – to build creative skills through learning and doing, to develop imaginative and intuitive ways of working and develop knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures.

Assessment is as follows:

Unit 1: Portfolio of Coursework 60%

Unit 2: Externally Set Task 40%

### Assessment

Performance will be assessed in response to the following criteria:

**Assessment objective 1** - Develop ideas through investigations of artist research

**Assessment objective 2** – Refine ideas through experimenting

**Assessment objective 3** – Record observations and intentions

**Assessment objective 4** – Personal, informed and meaningful response

### Choose this course if..

You are creative and enjoy learning new practical skills. Choose this course if you would like to develop confidence in art and are prepared to persevere and be dedicated. This course is ideal if you wish to create artwork about a particular passion or interest you may have or you simply wish to explore new themes in exciting ways.

### Post 16 Opportunities and Careers

AQA A Level GCE Art & Design courses are offered in both ART AND DESIGN and PHOTOGRAPHY in the Sixth Form at Erasmus Darwin Academy. This GCSE course would help to lead to careers such as an art director, interior designer, illustrator, game designer, photographer, web designer, fashion designer, painter, set design artist, gallery owner, curator, animator, costume designer for film/tv, publishing, packaging design and many more. This course could lead to a 2 year post 16 BTEC course in Art & Design, Game Design, Fashion and Textiles, Graphic Design, Animation, Photography, Film & TV Production and 3D design.

### Exam Board Information

We teach GCSE Art and Design through AQA and under the umbrella of Art, Craft and Design allowing us to teach a broad range of skills across the course. <https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206> (Art, Craft and Design 8201)

### Contact

Miss K Brockington – Lead Teacher of Art & Photography ✉ [k.brockington@eda.staffs.sch.uk](mailto:k.brockington@eda.staffs.sch.uk)



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## GCSE Business 9-1

### Aims

Business is an essential area that all students will need, to be part of a modern society; as such Business will give students the chance to study an exciting course, employing an analytical, evaluative and investigative approach. Despite being assessed through two written exams the GCSE Business course will provide students with ample opportunity to take part in practical based activities which will also focus on the development of key functional skills such as presenting and taking calculated risks. GCSE Business will encourage students to be inspired, moved and challenged by studying a broad, coherent, satisfying and up to date course of study which will allow students to gain an insight into related sectors such as economics, accounting and marketing. Studying GCSE Business makes young people aware of their roles as consumers, workers, citizens and ultimately as business owners, preparing them to make informed decisions about further learning opportunities and career choices.

### The Course

The AQA GCSE course in Business includes six themes:

1. Business in the real world
2. Influences on business
3. Business operations
4. Human resources
5. Marketing
6. Finance

The course is designed to engage actively in the study of business in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds. The course has practical elements and will allow the candidates to develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts. During their work they will use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements.

### Assessment

The assessment is made up of two exams each worth 50% of the GCSE. Paper 1 will address Influences of operations and Human Resource Management on business activity 1 and paper 2 will address influences of marketing and finance on business activity. Each paper is out of 90 marks and students will have 90 minutes to complete them.

### Choose this course if..

You

- Have an interest in setting up your own business
- Have an interest in understanding how large businesses operate
- Wish to actively engage in practical business projects in order to develop teamwork skills
- Wish to develop your ability to efficiently make sensible, logical and informed decisions

### Post 16 Opportunities and Careers

GCSE in Business can lead to the Level 3 Business qualifications. Currently as a school we offer the AQA A-level in Business. Careers that GCSE Business could lead to include: Accountant, Marketing Executive, Sales Executive, Supply Chain Manager, Project Manager, Retail Manager, Mortgage Advisor, Business Analyst, Investment Banker, etc...

### Exam Board Information

<https://www.aqa.org.uk/subjects/business/gcse/business-8132>

#### Contact

Mrs M Jenkins – Subject Leader of Business ✉ [M.Jenkins@eda.staffs.sch.uk](mailto:M.Jenkins@eda.staffs.sch.uk)



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## GCSE Computer Science

### Aims

Computer Science is of enormous importance to the economy, and the role of Computer Science as a discipline itself and as an 'underpinning' subject across science and engineering is growing rapidly. Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years.

GCSE specifications in Computer Science should encourage candidates to be inspired, moved and challenged by following a coherent, satisfying and worthwhile course of study. They should help candidates to gain an insight into related sectors. They should prepare candidates to make informed decisions about further learning opportunities and career choices.

### The Course

GCSE specifications in Computer Science must enable candidates to develop their understanding of current and emerging technologies, understanding of how they work and apply this knowledge and understanding in a range of contexts. They must apply their knowledge and skills to solve problems through the development of programs and evaluate the effectiveness of computer programs while developing the skills to work collaboratively. They will use their knowledge and understanding of computer technology to become independent and discerning users of IT, able to make informed decisions about the use and be aware of the implications of different technologies.

### Assessment

Assessment overview for this course includes 2 written papers. Each paper contributes 50% towards the final GCSE. There is also a programming project which will give you an opportunity to develop your programming skills within the areas of design, writing, testing and refining. The exams will cover a range of computing topics and require a broad knowledge of computing to be successful. Topics that have been confirmed are programming and algorithms, data representation, Boolean logic, purpose of software, systems architecture, networks, cyber security, impacts on society of computing and characteristics of programming languages.

### Choose this course if..

This exciting GCSE gives you an excellent opportunity to investigate how computers work and how they're used, and to develop computer programming and problem-solving skills.

You will do some in-depth research and practical work. You've got to be able to think logically, solve problems and be tenacious when the going gets tough. But it is also really creative and you'll get a real buzz out of getting something to work yourself, especially when programming.

### Post 16 Opportunities and Careers

GCSE Computer Science can lead to A-Level Computer Science or the NEW Level 3 BTEC Information Technology qualification. A-Level Computer Science focuses on programming and computational thinking at its core. The BTEC National ICT award is part of a new suite of vocationally-focused BTECs. The Level 3 awards incorporate an extremely wide range of units equivalent to AS and A2 Level. These are flexibly structured to give candidates plenty of choice to form qualifications which can be highly individual to their personal aptitudes, interests and ambitions.

### Exam Board Information

OCR GCSE Computer Science (9-1) – Specification code: J277

#### Contact

Mr Millinchip – Head of Computing ✉ [M.Millinchip@eda.staffs.sch.uk](mailto:M.Millinchip@eda.staffs.sch.uk)



## GCSE Design and Technology

### Aims

GCSE Design and Technology intends to develop students' understanding of their chosen specialist area by extending their knowledge and skills. We hope that the students will use creativity, imagination and flair to design and make high quality outcomes. We want students to be problem solvers who are not afraid to make mistakes, to solve real and relevant problems in a variety of contexts - understanding the processes involved from planning through making to evaluation and refinement.

### The Course

#### AQA Design and Technology

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

### Assessment

#### AQA Design and Technology

Component 1 – Written Exam

The paper covers areas of core technical, specialist technical, and designing & making principles.

Component 2 - Non-Exam Assessment (NEA)

For this component students will create a portfolio of work and a prototype that meets the needs of a user based on a specific context set by the exam board.

### Choose this course if..

You:

- are creative.
- are innovative.
- are a problem solver.
- enjoy designing products.
- enjoy making products.
- have an interest in how things work.
- have an interest in how things are made.
- are able to work in team.

### Post 16 Opportunities and Careers

These courses all require students to *apply* their skills and knowledge to problem solving and as such they are invaluable as preparation for the world of work and study post 16 at A Level, BTEC or Degree level. At Erasmus Darwin Academy we offer A Level in Design and Technology: Product Design as a progression from GCSE.

Careers that GCSE Design & Technology could lead to include: Engineer, Architect, Fashion Designer, Product Designer, Interior Designer, Stage Designer, Textiles Designer, Automotive, Packaging, Games Industry, Marketing, Aerospace, Sportswear Designer, Footwear Designer, Mechanical Engineer, Teacher, CAD Technician, Civil Engineer, Shop Fitter, Toy Designer, Illustrator, Product Developer, Graphic Designer...

### Exam Board Information

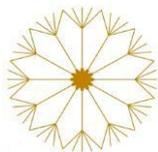
Students will be assessed on four Assessment Objectives across both their NEA and Written Exam. The four Assessment Objectives are:

- AO1 – Identify, investigate and outline design possibilities to address needs and wants (NEA).
- AO2 – Design and make prototypes that are fit for purpose (NEA).
- AO3 – Analyse and evaluate (NEA & Written Exam).
- AO4 – Demonstrate and apply knowledge and understanding (Written Exam).

Both components of the course are weighted at 100 marks, and each contribute to 50% of the student's overall mark.

#### Contact

Mr E Stock – Subject Leader of Design & Technology ✉ E.Stock@eda.staffs.sch.uk



## GCSE Food Preparation and Nutrition

### Aims

GCSE Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

### The Course

#### WJEC Eduqas Food Preparation and Nutrition

GCSE Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and other affordably and nutritiously, now and later in life.

### Assessment

#### WJEC Eduqas Food Preparation and Nutrition

Component 1 – Written Exam

Principles of Food preparation and Nutrition is based on the subject knowledge that students will again over the 3-year course.

Component 2 – Non-Exam Assessment (NEA)

For this component students will conduct 2 pieces of work; Assessment 1 Food Investigation and Assessment 2 Food Preparation.

### Choose this course if..

You:

- have an interest in food.
- have an interest in preparing and cooking food.
- have an interest in cooking programmes.
- have an interest in how food affects the body.
- have an interest in how food works.
- are a problem solver.
- are able to work in teams.
- have a passion for cooking.
- have an enquiring mind.
- enjoy science.

### Post 16 Opportunities and Careers

These courses all require students to *apply* their skills and knowledge to problem solving and as such they are invaluable as preparation for the world of work and study post 16 at A Level, BTEC or Degree level.

Careers that GCSE Food Preparation & Nutrition could lead to include: Chef, Caterer, Food technologist, Food Scientist, Food Journalist, Chocolatier, Food Tester, Food Writer, Food Photographer, Microbiologist, Teacher, Brewer, Baker, Butcher, Food Technologist...

### Exam Board Information

Students will be assessed on four Assessment Objectives across both their NEA and Written Exam. The four Assessment Objectives are:

- AO1 – Demonstrate knowledge and understanding of nutrition, food, cooking and preparation (Written Exam).
- AO2 – Apply knowledge and understanding of nutrition, food, cooking and preparation (NEA & Written Exam).
- AO3 – Plan, prepare, cook and present dishes, combining appropriate techniques (NEA).
- AO4 – Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others (NEA & Written Exam).

Both components of the course are weighted at 100 marks, and each contribute to 50% of the student's overall mark.

#### Contact

Mr E Stock – Subject Leader of Design & Technology ✉ E.Stock@eda.staffs.sch.uk



# ERASMUS DARWIN ACADEMY

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## GCSE French

### Aims

Learning a modern foreign language enables you to work with others, share opinions and ideas and appreciate other cultures and backgrounds. It also helps to develop personal skills that enable you to adapt in an ever-changing world. France is the closest non-Anglophone country to England, and French is spoken by over 275 million people on five continents as either a first or second language. It is the only other language apart from English to be taught in every country as a foreign language, and it is an official language in 29 countries worldwide. Knowledge of French is highly desirable to UK employers due to the trade that the United Kingdom does with France and other French-speaking countries around the world.

### The Course

Students will follow the AQA GCSE French course (specification code 8658). The specification covers three distinct themes, which apply across all four question papers:

- Theme 1 = Identity and culture: Me, my family and friends; Technology in everyday life; Free-time activities; Customs and festivals in French-speaking countries/communities
- Theme 2 = Local, national, international and global areas of interest: Home, town, neighbourhood and region; Social issues; Global issues; Travel and tourism
- Theme 3 = Current and future study and employment: My studies; Life at school/college; Education post-16; Jobs, career choices and ambitions

### Assessment

Progress is assessed throughout the course with weekly homework (vocabulary learning) and regular assessments, covering all four key examination skills (listening, reading, writing and speaking). Students are already familiar with the style of assessments from Key Stage 3. At the end of Year 11 there is a final examination for each of the four skills (listening, reading, writing and speaking); these are equally weighted, counting for 25% of the final grade. There is no coursework or controlled assessment.

### Choose this course if..

Many employers now require knowledge of languages, so that you can deal with foreign customers, represent your company abroad, and even work in a French-speaking country or for a French or international company here in the UK. Even if you don't think you'll directly use French in your work, learning languages develops a range of skills that employers desire, such as good communication, understanding and appreciation of other cultures, logic, memorisation, dedication and application of knowledge in a variety of situations.

### Post 16 Opportunities and Careers

There is an A-Level course in French which can lead to further study at university; many students now combine French with Business Studies, reflecting the increasing importance of foreign languages in business and commerce. (Other subjects which would complement French include: History, Geography, English, Sociology, Politics, Law, Music, Media). Potential careers using foreign language skills include: translator/interpreter, working in the armed forces or for an intelligence agency, teaching, journalism, customer service or working for a multinational company.

### Exam Board Information



<https://www.aqa.org.uk/subjects/languages/gcse/french-8658>

### Contact

Mrs S Kirkwood – Lead Teacher of MFL ✉ [S.Kirkwood@eda.staffs.sch.uk](mailto:S.Kirkwood@eda.staffs.sch.uk)



# ERASMUS DARWIN ACADEMY

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## GCSE Geography

### Aims

This exciting and relevant course studies Geography in a balanced framework of physical and human themes and investigates the link between them. Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

### The Course

Students at Erasmus Darwin Academy follow **AQA GCSE Geography**. Our programme of study for GCSE Geography is shown below:-

EDA Geography Department Qualification Stage Curriculum Map (Examination Board: AQA)



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<b>Urban Issues and Challenges</b> Topics included: world population growth, urban growth, urban opportunities and challenges, urban management and transport, examined in paper 2.	<b>Physical Landscapes of the UK: Coasts</b> Topics included: UK physical landscapes, coastal landscapes in the UK and river landscapes in the UK, examined in paper 1.	<b>Physical Landscapes of the UK: Rivers</b> Topics included: UK physical landscapes, coastal landscapes in the UK and river landscapes in the UK, examined in paper 1.	<b>The Challenge of Resource Management</b> Topics included: basic resources, food, water and energy needed for human development, water specialism, examined in paper 2.	<b>The Challenge of Natural Hazards</b> Topics included: Natural hazards, tectonic hazards, weather hazards and climate change examined in paper 1.	<b>Fieldwork Investigation</b> Visiting two contrasting locations, including both human and physical geography, to collect primary data which will be examined as part of paper 3.
Year 11	<b>The Challenge of Natural Hazards</b> Topics included: Natural hazards, tectonic hazards, weather hazards and climate change examined in paper 1.	<b>The Changing Economic World</b> Topics included: global variations in development, development gap, regional growth of the UK, examined in paper 2.	<b>The Changing Economic World</b> Topics included: global variations in development, development gap, regional growth of the UK, examined in paper 2.	<b>The Living World</b> Topics included: ecosystems, tropical rainforests and hot deserts specialism, examined in paper 1.	<b>Issue Evaluation Pre-release</b> Pre-release material for Issue Evaluation on Paper 3 released in March. Students spend time familiarising themselves with issues on pre-release.	<b>Revision for GCSE Exams</b> Revisit previous topics, completing exam questions to practice exam technique and practice Unit 3 exams containing skills and fieldwork questions.

### Assessment

- ✓ **Paper 1 – Living with the Physical Environment**  
1 Hour 30 minutes examination (35%)
- ✓ **Paper 2 – Challenges in the Human Environment**  
1 Hour 30 minutes examination (35%)
- ✓ **Paper 3 – Geographical Application**  
1 Hour 15 minutes examination (30%)

### Choose this course if..

- ✓ You like to travel and explore new places both in the UK and abroad as part of Geography fieldtrips.
- ✓ You have a passion for learning about the world we live in and the cultures and backgrounds of people from all over the world.
- ✓ You enjoy learning about current events from the local area to the global.

### Post 16 Opportunities and Careers

Geography is a popular post 16 option and students follow the AQA A Level Geography Course. Employers and top academic universities value the broad range of academic skills that Geography delivers. Geography graduates have excellent transferable skills which are attractive for employers in a range of sectors, including the public sector, education, commerce, industry, transport, tourism, business, law and finance.

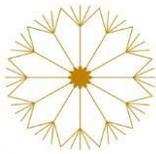
### Exam Board Information



<https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

#### Contact

Miss L Fisher – Lead Teacher of Geography ✉ [L.E.Fisher@eda.staffs.sch.uk](mailto:L.E.Fisher@eda.staffs.sch.uk)



# ERASMUS DARWIN ACADEMY

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## GCSE German

### Aims

Learning a modern foreign language enables you to work with others, share opinions and ideas and appreciate other cultures and backgrounds. It also helps to develop personal skills that enable you to adapt in an ever-changing world. German is the most widely spoken language in Europe; there are nearly 84 million inhabitants in Germany and German is also the official language of Austria, Switzerland, Luxembourg, and Liechtenstein. Being able to communicate in German can connect you to 100 million native speakers worldwide, as well as many more second language speakers. Germany has the fourth largest economy in the world and ranks third in the world for its export of goods and services. Knowledge of German can help to create business opportunities, particularly with innovative German technology and science companies. Furthermore, German is less commonly taught in UK schools, but is highly desired by employers, so those with a qualification in German really set themselves apart from other candidates in a highly competitive job market.

### The Course

Students will follow the AQA GCSE German course (specification code 8668). The specification covers three distinct themes, which apply across all four question papers:

- Theme 1 = Identity and culture: Me, my family and friends; Technology in everyday life; Free-time activities; Customs and festivals in German-speaking countries/communities
- Theme 2 = Local, national, international and global areas of interest: Home, town, neighbourhood and region; Social issues; Global issues; Travel and tourism
- Theme 3 = Current and future study and employment: My studies; Life at school/college; Education post-16; Jobs, career choices and ambitions

### Assessment

Progress is assessed throughout the course with weekly homework (vocabulary learning) and regular assessments, covering all four key examination skills (listening, reading, writing and speaking). Students are already familiar with the style of assessments from Key Stage 3. At the end of Year 11 there is a final examination for each of the four skills (listening, reading, writing and speaking); these are equally weighted, counting for 25% of the final grade. There is no coursework or controlled assessment.

### Choose this course if..

Many employers now require knowledge of languages, so that you can deal with foreign customers, represent your company abroad, and even work in a German-speaking country or for a German or international company here in the UK. Even if you don't think you'll directly use German in your work, learning languages develops a range of skills that employers desire, such as good communication, understanding and appreciation of other cultures, logic, memorisation, dedication and application of knowledge in a variety of situations.

### Post 16 Opportunities and Careers

There is an A-Level course in German which can lead to further study at university; many students now combine German with Business Studies, reflecting the increasing importance of foreign languages in business and commerce. (Other subjects which would complement German include: History, Geography, English, Sociology, Politics, Law, Music, Media). Potential careers using foreign language skills include: translator/interpreter, working in the armed forces or for an intelligence agency, teaching, journalism, customer service or working for a multinational company.

### Exam Board Information



<https://www.aqa.org.uk/subjects/languages/gcse/german-8668>

### Contact

Mrs S Kirkwood – Lead Teacher of MFL ✉ [S.Kirkwood@eda.staffs.sch.uk](mailto:S.Kirkwood@eda.staffs.sch.uk)



# ERASMUS DARWIN ACADEMY

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## GCSE History

### Aims

History lends itself to much discussion and debate. Indeed, it is a subject in which you are not only investigating events from the past, but are regularly encouraged to put forward your own views on the causes and consequences of them. The GCSE course is a stimulating one which covers a broad range of themes and periods. Much of the subject matter and the skills required in GCSE History also offer excellent preparation for A-level and for future careers.

### The Course

**Unit 1: Britain, Health and the People** – This unit, formerly known as “Medicine Through The Ages”, allows students to learn about medical ideas, the role of doctors, deadly diseases, surgery, treatments and public health. The course is structured to look at these key areas from the year 1000 up to the current day!

**Unit 2: Germany 1890-1945** - This unit is extremely interesting looking at Germany under the Kaiser and how it was involved in the lead up to, and course of, the First World War. It also allows students to investigate the turbulent years of the Weimar Republic and eventually the rise and control of Hitler and his Nazi regime!

**Unit 3: Elizabethan England 1568-1603** – A unit which allows students to investigate the rule and reign of Elizabeth I, better known as Elizabeth Tudor. Various areas of her reign as queen are covered including court and parliament, everyday life and conflict both in England and abroad.

**Unit 4: Conflict and Tension between the East and West – 1945-1972** – This unit involves the students investigating the political and ideological struggle between the USSR and USA in the decades after World War II. Many events are studied such as the Berlin Blockade, the Korean War, the construction of the Berlin Wall, the Space Race and the Cuban Missile Crisis.

### Assessment

There are two exams at the end of the two years of study, each lasting for 2 hours. Each exam is worth 50% of the final grade. There are two units assessed on each paper. These are as follows:

**Paper 1** – *Germany 1890-1945 and Conflict and Tension between the East and West - 1945-1972*

**Paper 2** – *Britain, Health and the People from 1000AD to the present and Elizabethan England - 1568-1603*

### Choose this course if:

- You have consistently enjoyed studying History in Years 7 and 8.
- You know for sure that at least three or the four units you'll study for this course interest you.
- You feel you'd cope with the challenge of completing extended writing tasks when you're assessed.

### Post 16 Opportunities and Careers

History is a subject which is very well valued and respected by colleges, universities and employers and its value has recently been recognized by its inclusion in the English Baccalaureate. It offers a broad range of transferable skills such as; analysing and interpreting evidence, looking at an issue from various perspectives, putting forward a persuasive argument, and considering the short and long-term ramifications of events. Such skills are very important in professional fields such as; law, accountancy, business, management, logistics, teaching and many others.

### Exam Board Information

AQA – Course 8145. Combination HC.

### Contact

Mr C Shelton – Lead Teacher of History ✉ C.Shelton@eda.staffs.sch.uk



# ERASMUS DARWIN ACADEMY

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## GCSE Music

### Aims

To develop musical skills and interests, including the ability to make music individually and in groups.

To understand and appreciate a range of different kinds of music.

GCSE Music also helps you to work as a team, use your initiative, think creatively, express yourself, listen to others, work independently and rise to a challenge. These skills will be useful in any job.

### The Course

- ♫ The OCR GCSE Music course is based mainly on practical work.
- ♫ Performing: playing an instrument of your choice or singing, in both solo and group situations
- ♫ Composing: writing music – you will start in groups before progressing to individual work using the PCs.
- ♫ Listening: studying a variety of music (including current Pop, older Pop, Film/Video Game Music, Western Art Music, and music from around the world) and writing about what you hear

### Assessment

- ♫ 60% coursework: composing and performing.
- ♫ 2 performances of pieces of your choice on your instrument / voice
- ♫ 2 compositions written in a genre suited to you
- ♫ 40% listening exam at the end of the course.
- ♫ Listen to a CD of the music you have studied and answer questions.

### Choose this course if..

- ♫ You play an instrument already (including singing)
- ♫ If you have an interest and commitment to learn an instrument
- ♫ Enjoy listening to varied types of music
- ♫ Want to explore music in a more interesting way with greater variety than before

### Post 16 Opportunities and Careers

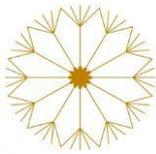
- ♫ GCSE Music can lead to Level 3 qualifications in Music, Music Technology and Performing Arts.
- ♫ In the long term it can lead to a wide range of careers, e.g. performer (pop, jazz or classical music), DJ, film and TV music composer, computer games music composer, sound engineer (in a recording studio), piano tuner, music software developer, store manager (CDs, sheet music, etc.), music instrument maker or repairer, music therapist, music agent, roadie, theatre or concert hall manager, classroom music teacher, peripatetic instrument teacher, primary school teacher.
- ♫ Musicians also demonstrate a wide range of skills desirable in any field: commitment, perseverance, dedication, communication, social skills, and lots of others colleges/universities/employees look favourably on when they see you are a musician!

### Exam Board Information

- ♫ OCR, GCSE 9-1
- ♫ <https://www.ocr.org.uk/qualifications/gcse/music-j536-from-2016/>

### Contact

Mr E Cruxton – Lead Teacher of Music ✉ [e.cruxton@eda.staffs.sch.uk](mailto:e.cruxton@eda.staffs.sch.uk)



# ERASMUS DARWIN ACADEMY

## *Excellence for All*

### GCSE PE

#### Aims

The GCSE PE course is an excellent starting point for those students wanting to pursue their interest in PE and sport. It enhances student knowledge, understanding and appreciation in a wide variety of issues to do with sport and prepares them thoroughly for the A-Level PE or BTEC Sport in the 6<sup>th</sup> Form, and even university, should they choose to pursue their interest in this huge and diverse area.

#### The Course

The course is divided into 3 main sections:

1. **The Theory of Physical Education** (which contributes **60%** towards the final grade achieved)
2. **Performance in Physical Education** (contributing **30%** towards the final grade)
3. **Personal Exercise Programme** (contributing **10%** towards the final grade)

The *Theory of Physical Education* is delivered through classroom sessions and through practical delivery of topics such as Anatomy and Physiology, Sports Psychology, Movement Analysis, Physical Training and Health, Fitness and Wellbeing.

For *Performance in Physical Education*, students will be assessed in 3 different sports which must include both a team and individual sport.

Students must also develop their ability to analyse sporting performance and produce a *Personal Exercise Programme* for their controlled assessment.

#### Assessment

Assessment in this course takes place in the following ways:

1. **Practical assessments** in a variety of sports against GCSE grading criteria, with the results in each student's **best 3 sports being put forward** towards their final result. Students will need to perform in both individual and team sports.
2. Through the *creation, implementation and evaluation* of a *Personal Exercise Programme (P.E.P)* to improve their own level of fitness for their chosen sport.
3. The theory of PE is assessed through **two examinations** at the end of the course. Students will be challenged with short answer questions, as well as extended questions where the quality of their written communication is also important.

#### Choose this course if..

- You are **competing regularly** in competitive sports, and also attending as many extra-curricular teams as possible.
- You are **confident in Science**, as the theoretical element of this course is heavily dependent upon Scientific knowledge.
- You are a good player/performer in **AT LEAST three sports**. This is a requirement to be successful on this course.
- You understand there will be **more theory-based** classroom lessons than practical.
- Please visit the exam board website to view the specification of acceptable sports for greater guidance on practical assessment.

#### Post 16 Opportunities and Careers

The GCSE PE course provides an excellent foundation for students wanting to study PE at **A-Level** and go on to pursue careers in PE teaching, Physiotherapy, Sports Medicine, Sports Science and Sports Psychology.

This course also provides the option for students to progress onto the **BTEC National in Sport** course in the 6<sup>th</sup> form.

#### Exam Board Information



<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html>

#### Contact

Mr M Williams- Temporary Lead Teacher of Physical Education ✉ [m.williams@eda.staffs.sch.uk](mailto:m.williams@eda.staffs.sch.uk)



# ERASMUS DARWIN ACADEMY

*Excellence for All*

## GCSE Photography

### Aims

- To provide a variety of experiences exploring a range of lens-based and light-based media, techniques and processes, including both traditional and new technologies.
- To support and nurture the development of students' self-confidence, use of initiative and creativity, and ability to self-review.

### The Course

GCSE Photography provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature.

This two unit specification enables students to develop their ability to actively engage in the processes of Photography – to build practical and creative skills through learning and doing, to develop imaginative and intuitive ways of working and develop knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures.

Assessment is as follows:

Unit 1: Portfolio of Coursework 60%

Unit 2: Externally Set Task 40%

### Assessment

Performance will be assessed in response to the following criteria:

**Assessment objective 1** – Develop ideas through investigations of photographer research

**Assessment objective 2** – Refine ideas through experimenting

**Assessment objective 3** – Record observations and intentions

**Assessment objective 4** – Personal, informed and meaningful response

### Choose this course if..

You are creative and enjoy learning new practical skills.

You wish to learn how to use a DSLR camera and Photoshop, as well as practical manipulation skills.

Choose this course if you would like to develop confidence in Photography and are prepared to persevere and be dedicated. This course is ideal if you wish to explore a particular passion or interest in photography or you simply wish to explore new themes in exciting ways using a new method of recording.

### Post 16 Opportunities and Careers

AQA A Level GCE Art & Design courses are offered in both ART AND DESIGN and PHOTOGRAPHY in the Sixth Form at Erasmus Darwin Academy. This GCSE course offers the skills needed to begin a career in Photography, TV, Film or Design. It could also lead to careers such as an art director, interior designer, illustrator, character designer, web designer, set design artist, gallery owner, curator, animator, costume designer for film/tv, publishing, packaging design and many more. This course could lead to a 2 year post 16 BTEC course in Photography, Game Design, Graphic Design, Animation, Film & TV Production. Apprenticeships are also available and careers in the armed forces.

### Exam Board Information

We teach GCSE Photography through AQA and under the umbrella of Art and Design allowing us to teach a broad range of skills across the course. <https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206> (Photography 8206)

### Contact

Miss K Brockington – Lead Teacher of Art & Photography ✉ [k.brockington@eda.staffs.sch.uk](mailto:k.brockington@eda.staffs.sch.uk)



# ERASMUS DARWIN ACADEMY

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## GCSE Sociology

### Aims

Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification. Students will develop their analytical, assimilation and communication skills by comparing and contrasting approaches and perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions. By studying sociology, students will develop transferable skills including how to:

- investigate facts and make deductions
- develop opinions and new ideas on social issues
- analyse and better understand the social world.

### The Course

Students will follow the new AQA GCSE course (specification code 8192) and will study key ideas of classical sociologists including Durkheim, Marx and Weber, referencing their view of the world and their contribution to the development of the discipline. Students will also learn how to apply various research methods to different sociological contexts. They will be introduced to sociological terms and concepts concerned with social structures, social processes and social issues. The specification covers the following areas: the sociological approach, social structures, social processes and social issues, Families, Education, Crime and Deviance, Social stratification and Sociological research methods.

### Assessment

Your work will be assessed throughout the course with weekly homework, completing regular research-based activities such as interviews and questionnaires and with regular assessments. The style of these assessments is already familiar to you from your work in the Development Stage. You will sit 2 exams at the end of Year 11. There will be no coursework or controlled assessments.

### Choose this course if..

Many employers now favour potential employees' knowledge of the world around them and the impact potential changes can have. Being able to pre-empt change and find solutions to issues is what being a sociologist entails every day and therefore you can discuss key ideas with evidence to support your points. Even if you don't think you'll directly use Sociology in your work, being aware of the world around you develops a range of skills that employers desire, such as good communication, understanding and appreciation of other cultures, logic, memorisation, dedication and application of knowledge in a variety of situations.

### Post 16 Opportunities and Careers

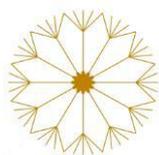
There is an A-Level course in Sociology which can lead to further study at university; many students now combine Sociology with Psychology, reflecting the increasing importance of society and people's interactions in the world around them. (Other subjects which would complement Sociology: History, Geography, English, Business Studies, Psychology, Politics, Law, Media). Some potential careers using sociological skills include: social work, working for an intelligence agency or in the armed forces, becoming a teacher or a journalist and working in customer service or for a multinational company.

### Exam Board Information



<https://www.aqa.org.uk/subjects/sociology/gcse/sociology->

Mrs C Dodge – Subject Lead ✉ [C.Dodge@eda.staffs.sch.uk](mailto:C.Dodge@eda.staffs.sch.uk)



# ERASMUS DARWIN ACADEMY

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## GCSE Triple Science

### Aims

We aim to stimulate our students' curiosity and enjoyment of Science. Through the curriculum modules, the students are able to be familiar with a wide body of scientific knowledge, principles and vocabulary. This development of knowledge and skill will help them to understand and use scientific methods safely. We encourage students to work individually and as part of a team, in order to develop an awareness of the implications of Science for the individual, the community and the environment.

### The Course

Students will be studying Biology, Chemistry and Physics as part of the GCSE Triple Science course, which will be worth **three GCSEs**. In addition to the content taught in the Combined Science course, students will study extra content in each subject that will further develop their knowledge and understanding. Students will complete practical work as part of their lessons not only to support the learning but to also develop the students' skills. Due to the increased demand of the course there may be entry requirements based upon student's attainment in years 7 and 8 and also their mathematical ability.

### Assessment

All of the examinations for Triple Science will be taken at the end of Year 11. There are **six papers** in total: 2 for Biology, 2 for Chemistry and 2 for Physics, which will result in 3 separate GCSEs, one for each of the Sciences. Each paper is 1hr 45mins – 100 marks (50% of the GCSE for each Science). Practical work is no longer externally assessed in the form of coursework. Instead, knowledge of **Core Practicals** that are delivered during lessons are assessed as part of the final exam papers. Questions based on practical activities will make up at least 15% of the final exam papers. Two tiers of entry will be available, Foundation Tier covering grades 1-5 and Higher Tier covering grades 4-9.

### Choose this course if..

You enjoy Science, in particular practical activities. There are 6 more **Core Practicals** that are completed that are not part of the Combined Science course. In order to achieve this, you will have 5 additional Science lessons a fortnight compared to Combined Science. You are keen to learn more about how the world, body and chemical reactions work. Especially the topics of the brain, spinal cord and the eye, inheritance of genetic diseases, Space and the Solar System and how to make alcohol in the lab (in theory!). Triple Science also prepares you for the A level Science course many of the additional topics taught in Triple Science directly feed into or cross over with A level content.

### Post 16 Opportunities and Careers

The Academy currently runs A-level courses in Biology, Chemistry and Physics. Some colleges also provide other Science based courses which include a Level 3 BTEC in Applied Science.

### Exam Board Information

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Biology (1BI0) Specification:

[https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/GCSE\\_Biology\\_Spec.pdf](https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/GCSE_Biology_Spec.pdf)

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Chemistry (1CH0) Specification:

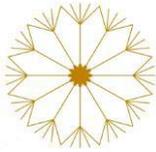
[https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/GCSE\\_Chemistry\\_Spec.pdf](https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/GCSE_Chemistry_Spec.pdf)

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Physics (1PH0) Specification:

[https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/GCSE\\_Physics\\_Spec.pdf](https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/GCSE_Physics_Spec.pdf)

### Contact

Mr T Moseley – Core Subject Leader of Science ✉ [t.moseley@eda.staffs.sch.uk](mailto:t.moseley@eda.staffs.sch.uk)



# ERASMUS DARWIN ACADEMY

*Excellence for All*

## BTEC Level 2 First Award in Sport

### Aims

The aims of this course are to allow students who are passionate about sport the opportunity to enhance their application and appreciation of the key skills required to thrive and excel in society and the work place. This fantastic vocational qualification will give students the tools they require to be able to perform well in many establishments and at the same time develop their knowledge, understanding and appreciation on a wide variety of important areas of sport. This course provides an excellent foundation to go on to study sport at college or university.

### The Course

The course run at Erasmus Darwin Academy is the Edexcel BTEC Level 2 First Award in Sport. In order to complete the course students will be required to complete 4 units of work. These units are likely to be:

**Unit 1:** Fitness for sport and Exercise    **Unit 2:** Practical Sports Performance

**Unit 3:** Applying the Principles of Personal Training    **Unit 6:** Leading Sports Activities

### Assessment

Unit 1 is assessed through an online exam. In the other units, work is all coursework based. Assessment will take many forms, varying from something as simple as being recorded in a sports match, carrying out fitness tests and exercise sessions, producing posters, giving presentations to a class, group discussions, as well as written assignments.

Grades awarded in a BTEC subject are based upon equivalencies to GCSE grades. Assignments will be assessed against the criteria set out by Edexcel and students have the possibility of achieving the following:

**Distinction\*** = GCSE Grade 8  
**Distinction** = GCSE Grade 7  
**Merit** = GCSE Grade 6  
**Pass** = GCSE Grade 5  
**Level 1 Pass** = GCSE Grade 3/4

### Choose this course if..

- You have an interest and passion for sport, but **do not compete regularly** either inside or outside of school.
- You do not compete in **at least three sports regularly** and at a good level.
- An **online exam** format would suit you better than a written exam.
- You would benefit from a **variety of assessment** methods completed as coursework units.
- You have an interest in **coaching or leadership** in sport.

### Post 16 Opportunities and Careers

Students completing this course will be given the key skills required to excel and go onto sixth form to complete a **BTEC National Diploma in Sport**. Completing this course will then open the doorway to college or university to complete degree courses in possibly Sports Studies, Sports Coaching, Sports Massage, Public Services, Personal Training and even Teaching.

### Exam Board Information

<https://qualifications.pearson.com/en/qualifications/btec-firsts/sport-2012-nqf.html>



### Contact

Mr M Williams- Temporary Lead Teacher of PE ✉ [m.williams@eda.staffs.sch.uk](mailto:m.williams@eda.staffs.sch.uk)



# ERASMUS DARWIN ACADEMY

*Excellence for All*

## Technical Award in Performing Arts (BTEC)

### Aims

Performing Arts is a practical course enabling students to develop and extend their acting technique, develop key skills in performing arts as well as understanding the Performing Arts industry. Throughout this course you will work as part of a performing team to develop your creative ideas through rehearsal and performance. The course is aimed at students who are passionate about developing their acting skills, knowledge and understanding. Whilst exploring the professional sector, students should have a respect for collaborative learning, commitment and motivation to further explore roles, responsibilities, performance disciplines and styles.

Over the two years' students will specialise in developing their acting in a range of styles including contemporary, slapstick and physical theatre. In addition, students will also learn about working in the performing arts industry and the jobs and opportunities available in this sector. Students will also be supported through an extensive extra-curricular programme including the opportunity to participate in the annual school production, benefit from 1-1 afterschool sessions to work on group work and auditions as well as the opportunity to attend a range of visits and workshops.

### The Course

The BTEC TECH Award consists of 3 Components:

- Component 1: Exploring The Performing Arts (Internally assessed)
- Component 2: Developing skills and techniques in the Performing Arts (Internally Assessed)
- Component 3: Performing to a Brief (Externally Assessed)

### Assessment

60% of the course is assessed internally. This is calculated through explorative workshops, textual analysis, performance projects, performances, and theoretical sessions. Grades will be awarded at Level 1 Pass, Level 1 Merit, Pass, Merit and Distinction.

40% of the course is assessed externally. This is calculated through a devised performance alongside 3 milestones to justify how decisions have been made throughout the process.

Overall grades are calculated at Pass, Merit, Distinction or Distinction\*.

### Choose this course if..

- You have an interest in theatre & Performing Arts.
- You enjoy performing and want to develop a range of performance techniques that will develop life skills such as: public speaking, confidence and self-belief.
- You have an interest in a career within the arts industry whether that be as a: performer, director, drama therapist, lighting and sound technician or teacher. This course could also lead into a career within the film and TV industry.
- You enjoy working as a team to create inspiring and creative pieces of work.
- You wish to take part in productions and have the opportunity to attend a range of educational visits and workshops.

### Post 16 Opportunities and Careers

Many skills you learn and develop on this course will be highly valued in your future, not just in the arts industry. If you do continue with Performing Arts, you will have an excellent foundation for BTEC Level 3 Performing Arts (Extended Certificate), GCE Drama and Theatre Studies or a Diploma in Creative and Media.

### Exam Board Information

Pearson BTEC Technical Award in Performing Arts

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts.html>

### Contact

Miss O Wilkinson – Lead Teacher of Drama ✉ [O.Wilkinson@eda.staffs.sch.uk](mailto:O.Wilkinson@eda.staffs.sch.uk)



# ERASMUS DARWIN ACADEMY

*Excellence for All*

## Cambridge Nationals Level 1/2 – CREATIVE iMEDIA

### Aims

This qualification will help students develop specific and transferable skills such as research, planning, and review, working with others and communicating creative concepts. The qualification's hands-on approach has strong relevance to the way young people use the technology required in creative media. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products. The Cambridge Nationals in Creative iMedia will also challenge all learners, including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the National Curriculum.

### The Course

The OCR Level 1/2 Cambridge National Certificate in Creative iMedia consists of two mandatory units and two optional units.

R081: Pre-production skills – Written paper – 1 hour 15minutes.

R082: Creating digital graphics – Centre assessed tasks and OCR moderated

R085: Create a multi-page website – Centre assessed tasks and OCR moderated

R087: Creating interactive multimedia products – Centre assessed tasks and OCR moderated

### Assessment

R081: Pre-production skills – 25%

R082: Creating digital graphics – 25%

R085: Create a multi-page website – 25%

R087: Creating interactive multimedia products – 25%

Grades awarded in this subject are based upon equivalencies to GCSE grades. Assignments will be assessed against the criteria set out by OCR and students have the possibility of achieving the following:

**Distinction\*** = GCSE Grade 8    **Distinction** = GCSE

Grade 7 **Merit** = GCSE Grade 6    **Pass** = GCSE Grade 5

**Level 1 Pass** = GCSE Grade 3/4

### Choose this course if.

Digital Media is a key part of many areas of our everyday lives and vital to the UK economy. Production of digital media products is a requirement of almost every business so there is huge demand for a skilled and digitally literate workforce.

### Post 16 Opportunities and Careers

Creative iMedia equips students with the wide range of knowledge and skills needed to work in the creative digital media sector. They start at pre-production and develop their skills through practical assignments as they create final multimedia products. Students completing this course will be given the key skills required to excel and go onto sixth form to complete a BTEC IT.

### Exam Board Information

OCR Cambridge Nationals

### Contact

Mr. M. Millinchip – Head of Computer Science and IT ✉ [m.millinchip@eda.staffs.sch.uk](mailto:m.millinchip@eda.staffs.sch.uk)